
Course number PSYC 503	Critical Sport and Exercise Psychology	Spring 2022
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Instructor:	Dr. Joseph Mills	Lecture Location:	SA - 124
Phone:	587 226 0129	Lecture Days/Time:	Tues/Thurs 1-3.45pm
Email:	Joseph.mills@du.edu Calgary email to follow		
Office:	Virtual		
Office Hours:	I am more than happy to schedule a video meet (Facetime/WhatsApp) at any mutually convenient time		

Course Description

“Sport is played with the body. But it’s won in the mind”, or so the old saying goes. Although scientific research has focussed on improving athletic performance for over 100 years, sport and exercise psychology did not develop as a legitimate scientific field until the mid-1980’s. As a comparatively new science then, sport and exercise psychology experiences many understated issues, and it has taken some time for it to become common practice. In fact, in many cases sport and exercise psychology is still foreign to many coaches, athletes and personal trainers.

This course offers the education of a number of foundational sports and exercise psychology topics and concepts (e.g., motivation, anxiety, confidence, mental skills, learning, positive coaching), but it does so alongside a history and broader understanding of its development that facilitate students’ critical thinking skills. In these broader, deeper and critical ways, students are better positioned to consider the application of sports and exercise psychology topics and concepts in their real-life contexts.

Course Learning Outcomes

The Department of Psychology is committed to student knowledge and skill development. The table below lists the key learning outcomes for this course, the program-learning outcomes they facilitate (see psyc.ucalgary.ca/undergraduate/program-learning-outcomes), and the expected level of achievement.

Course Learning Outcomes	Assessment Methods	PLO(s)	Level(s)
1. Explain foundational topics and concepts in sport and exercise psychology.	Workshop; Review of literature; Critical exploration; Log; Flash; Engage	1, 4, 5	I, C, A
2. Describe key theoretical informed explanations to improve sports and exercise development and performance.	Workshop; Review of literature; Critical exploration; Log; Flash; Engage	1, 4, 5	I, C, A
3. Explain in depth why sport and exercise psychology developed in the ways it did.	Critical exploration; Log; Flash; Engage	2, 4, 5, 6, 7, 8	I, C, A
4. Identify clearly and explain the contemporary themes underpinning sport and exercise psychology.	Workshop; Review of literature; Critical Exploration; Log; Flash; Engage	1, 2, 4, 5, 6, 7, 8	I, C, A
5. Articulate any limits, problems or consequences of the contemporary understanding of sports and exercise psychology.	Workshop; Review of literature; Critical exploration; Log; Flash; Engage	2, 4, 5, 6, 7, 8	I, C, A
6. Situate your understanding of sports and exercise psychology within the appropriate paradigmatical, theoretical and historical contexts.	Workshop; Review of literature; Critical Exploration; Log; Flash; Engage	2, 4, 5, 6, 7, 8	I, C, A

7. Demonstrate a broader conception of sports and exercise psychology, and in so doing state how you will use your knowledge from the course in your futures.	Workshop; Review of literature; Critical exploration; Log; Blending and connecting; Flash; Engage	2, 4, 5, 6, 7, 8	I, C, A
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PLOs = Program-Learning Outcomes: 1 = demonstrate knowledge of psychological sciences, 2 = think critically and solve problems, 3 = conduct research and analyze data, 4 = communicate effectively, 5 = demonstrate information literacy, 6 = understand and implement ethical principles in a diverse world, 7 = apply psychological knowledge and skills, 8 = Demonstrate multicultural competence and awareness of issues related to equity, diversity,* and inclusion. Level of PLO achievement facilitated by this course: I = introductory, C = competency, A = advanced.

Acknowledgments and Respect for Diversity

Our classrooms view diversity of identity as a strength and resource. Your experiences and different perspectives are encouraged and add to a rich learning environment that fosters critical thought through respectful discussion and inclusion. The Department of Psychology would also like to acknowledge the traditional territories of the people of the Treaty 7 region in southern Alberta. The City of Calgary is also home to Métis Nation of Alberta, Region III.

Course Format

This is an in-person class held on campus. Please note, there will be Powerpoint slides. However, and this is very important, the content on the slides is the bare minimum of content, and does not match the words spoken in class. You are expected to engage in class by listening, note-taking, retaining knowledge and asking questions that both develop the content and also clarify any ambiguity of confusing principles. If you miss a class, it is your responsibility to catch up on notes, but please be aware seldom do students 'notes match the quality of the teachers 'words.

Bottom line: you cannot do well in this class if you are not present and engaged.

Furthermore, I am a very approachable person and more than happy to engage with you before, after or during class, but I do expect politeness and courtesy at all times. Therefore, please ensure your phones are turned off and you do not attend to them, unless you are using them for learning. Please also ensure you politely top and tail (i.e., say a polite hi and goodbye; "Hi Joe.... Best regards Harry") the first email of any communication to me, exactly as you would do in spoken communication. If we are carrying on the email discussion, do not worry, as we've already politely introduced ourselves . Thank you.

Pre-requisites

PSYC 300; PSYC 301

Required Text

Sport and Exercise Psychology: A Critical Introduction by Aidan P. Moran, Routledge, UK.

Please note the text is offered in digital version in the University Bookstore, <https://calgary-store.vitalsource.com/products/a-critical-introduction-to-sport-psychology-aidan-moran-v9781317329657?term=978-1138999978>

Assessment Methods

There are four main assessments, three smaller assessments and no exam in this class.

Main assessments

One: Workshop assessment (TBA). Students will be organized into small working groups to lead workshops for the class on the foundational topics. The purpose of this assessment is to summarize and present the 'relevant' information in a clear, concise and easy to understand manner, and build on that content through planned workshopped activities to critically explore and consolidate the learning content. Activity guides will be given out in class, and groups will be judged on their abilities to present clear and relevant information but mainly their ability to stimulate class discussions and critical explorations. Teacher support will be given at all times and dates will be arranged in class. **(20% of final grade)**

Two: Review of literature assessment (June 23). Students will produce a 600-word review of literature on any foundational sport psychology topic of their choosing that is **different** to their workshop topic. Guides as to how to complete a comprehensive quality review of literature will be disseminated in class. **(20% of final grade)**

Three: Critical exploration assessments (May 26; June 23). Broader, deeper and critical thought is integral to doing psychology well. The better the critical thought, the more problems and solutions can be seen, and the more options we might have and the better the decisions we can make. There are two 600-word critical exploration assessments, where you will answer a specific question. One due on May 26, and the second on June 23. **(10% for each assignment; 20% of final grade)**

Four: The unintended-taken-for-granted-unseen Log (June 23). Given the broader, deeper and critical thinking that is applied as a constant throughout the course, it is hoped unintended-taken-for-granted-unseen issues will present at any and every moment, some will be negative and others positive. You will be expected to keep a log of these issues through the course and write them up into a 500-word report handed in on June 23. **(20% of final grade)**

Small assessments

Blending and connecting knowledge assessment (June 7; June 14). One theme in the class, is that mainstream and typical sport and exercise psychology topics are limited to a set number of topics and concepts because of the tendency for the "cultures" of sport to dominate. A number of wonderful mainstream psychology topics that could be applied are left out. As you are at the end of an excellent psychology degree, this is your chance with a partner, to choose one topic/concept from your program and make a case for why it should be applied in sport or exercise psychology to improve development and performance. A guide will be given out in class. **(10% of final grade)**

Flash assessments (TBD). The ability to engage and think critically is integral to the course. In any four classes, you will be given a question related to the class content, topics and discussions and in no more than 100 words, will be expected to provide an answer in the next class. **(5% of final grade)**

Ability to engage assessment. A major emphasis in this class is in engaging with the class content to rethink or reconsider what sport and exercise psychology could be. Therefore, positive engagement—talking in class, wondering out loud, asking questions, reconsidering one’s experiences, thinking about and doing a different type of movement in a positive way—is essential. You are not judged on your ability to “state correct thoughts” but on your ability **to explore and engage in positive ways across every aspect of the class** (e.g., lectures, workshops, discussions, assignments, discussions out of class, connecting with personal knowledges and experiences etc...). **(5% of final grade)**

University of Calgary Academic Integrity Policy

Academic integrity is the foundation of the development and acquisition of knowledge and is based on values of honesty, trust, responsibility, and respect. We expect members of our community to act with integrity.

Research integrity, ethics, and principles of conduct are key to academic integrity. Members of our campus community are required to abide by our institutional code of conduct and promote academic integrity in upholding the University of Calgary’s reputation of excellence. It is your responsibility to ensure that you have read and are familiar with the student academic misconduct policy: <https://www.ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf>.

Department of Psychology Criteria for Letter Grades

Psychology professors use the following criteria when assigning letter grades:

A+ grade: *Exceptional Performance.* An A+ grade indicates near perfect performance on multiple choice and short answer exams. For research papers/essays/course projects/presentations, an A+ grade is awarded for exceptional work deserving of special recognition and is therefore not a common grade.

A, A- Range: *Excellent Performance.* Superior understanding of course material. Written work is very strong in terms of critical and original thinking, content, organization, and the expression of ideas, and demonstrates student’s thorough knowledge of subject matter.

B Range: *Good Performance.* Above average understanding of course material. Written work shows evidence of critical thinking and attention to organization and editing but could be improved in form and/or content.

C Range: *Satisfactory Performance.* Adequate understanding of course material. Knowledge of basic concepts and terminology is demonstrated. Written work is satisfactory and meets essential requirements but could be improved significantly in form and content. Note: All prerequisites for courses offered by the Faculty of Arts must be met with a minimum grade of C-.

D range: *Marginally meets standards.* Minimal understanding of subject matter. Written work is marginally acceptable and meets basic requirements but requires substantial improvements in form and

content. Student has not mastered course material at a level sufficient for advancement into more senior courses in the same or related subjects.

F grade: *Course standards not met.* Inadequate understanding of subject matter. Written work does not meet basic requirements. Student has not demonstrated knowledge of course material at a level sufficient for course credit.

Grading Scale

A+	96-100%	B+	80-84%	C+	67-71%	D+	54-58%
A	90-95%	B	76-79%	C	63-66%	D	50-53%
A-	85-89%	B-	72-75%	C-	59-62%	F	0-49%

As stated in the University Calendar, it is at the instructor’s discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades. To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (e.g., 89.5% will be rounded up to 90% = A but 89.4% will be rounded down to 89% = A-).

Tentative Lecture Schedule

While every effort is made to ensure accuracy, please note, given unforeseen circumstances, the teacher reserves the right to adapt the schedule if need be. Thank you

Date	Topic/Activity/Readings/Due Date (revise and add columns & rows as necessary)
May 5	Introductions and expectations – History of Sport Psychology (general)
May 9	<i>Last day to drop classes without penalty and last day to add or swap classes</i>
May 10	Understanding Sports and Exercise Psychology 1 -- The Profession
May 12	Understanding Sports and Exercise Psychology 2 -- Motivation

May 17	Research and Knowledge 1 -- Goal-setting
May 19	Research and Knowledge 2 -- Concentration
May 24	Social Constructions -- Imagery
May 26	Post-structural Sports and Exercise Psychology 1 -- Expertise
May 31	Post-structural Sports and Exercise Psychology 2 -- Mental Skills Training
June 2	Somatics -- Team Cohesion
June 7	Applying Mainstream Psychology
June 9	Motor Skills and Non-linear Pedagogies -- Exercise
June 14	Applying Mainstream Psychology
June 16	End of Spring Lectures and last day to withdraw from a course.

Absence From A Test/Exam

Makeup tests/exams are **NOT** an option without the approval of the instructor. A student may be asked to provide supporting documentation for an exemption/special request for a make-up exam

<https://www.ucalgary.ca/pubs/calendar/current/m-1.html> . . Students who miss a test/exam have up to 24 hours to contact the instructor to ask for a makeup test/exam. It's the instructor's discretion if they will allow a make-up exam. Students who do not schedule a makeup test/exam with the instructor

within this 24-hour period forfeit the right to a makeup test/exam. At the instructor's discretion, a makeup test/exam may differ significantly (in form and/or content) from a regularly scheduled test/exam.

Once approved by the instructor a makeup test/exam must be written within 1 week of the missed test/exam during exam make-up hours provided by the department <http://psychology.ucalgary.ca/undergraduate/exam-and-course-information#mues>. If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

Travel During Exams

Consistent with University regulations, students are expected to be available to write scheduled exams at any time during the official June and August examination periods. Requests to write a make-up exam because of conflicting travel plans (e.g., flight bookings) will NOT be considered by the department. Students are advised to wait until the final examination schedule is posted before making any travel arrangements.

If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam <https://www.ucalgary.ca/registrar/exams/deferred-exams>. Students with an exceptional extenuating circumstance (e.g., a family emergency) should contact the Department of Psychology (psyugrd@ucalgary.ca).

Reappraisal of Graded Term Work <http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

Reappraisal of Final Grade <http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

Academic Accommodations

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

Academic Misconduct

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

Instructor Intellectual Property

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These

materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Freedom OF Information and Protection of Privacy

Student information will be collected in accordance with typical (or usual) classroom practice. Students assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary

Student Support and Resources

<https://www.ucalgary.ca/registrar/registration/course-outlines>

Important Dates

The last day to drop this course with no “W” notation and **still receive a tuition fee refund** is **Monday, May 9th, 2022**. Last day for registration/change of registration is **Monday, May 9th, 2022**. The last day to withdraw from this course is **Thursday, June 16, 2022**.